

Essential Question?

How did New Mexicans respond to the economic, political, and social challenges of the 20th century?

The French greet American soldiers as they arrive in Paris during World War II.
Why do you think they were happy to see the Americans?

The State of New Mexico



1914–1918
World War I

1932
Franklin D. Roosevelt
is elected president.

1939–1945
World War II

Timeline of Events

1916
The Mexican
Expedition

1920

1917
The U.S. enters
World War I.

1930

1929
The Great
Depression
begins.

1940

1941
The U.S. enters
World War II.

Chapter 6

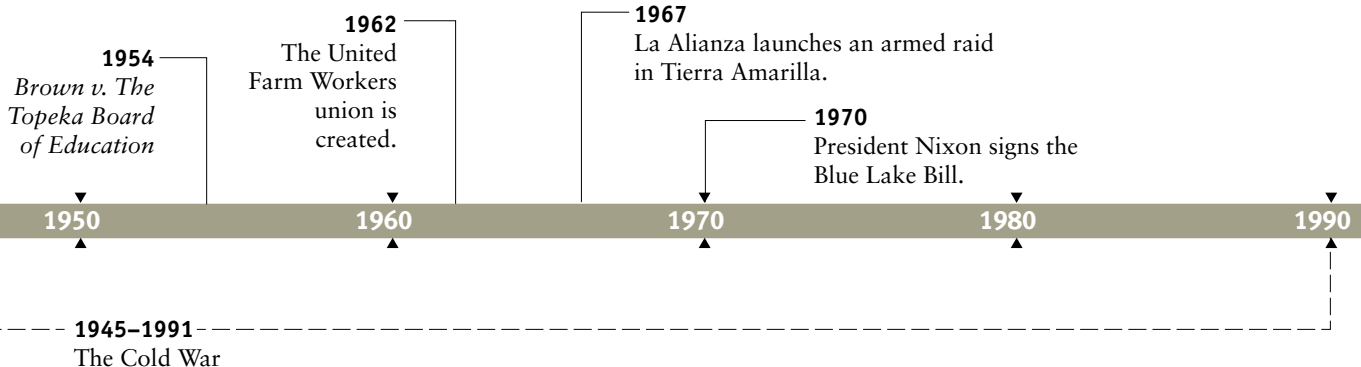


Comprehension Strategy

Infer as You Read

When reading information, we are not always given all the pieces to the puzzle. We infer, or make guesses, to fill in missing information. As you read about the New Mexico Territory in Chapter 5, you probably drew inferences about people in the territory without even knowing it!

In this chapter, you will learn to fill in missing information through inferring. Pay close attention to what details might be missing. This will help you make inferences about New Mexico in the 20th century.



War, Prosperity, and Depression

Key Ideas

- The U.S. Army's pursuit of Pancho Villa strained relations between Mexico and the United States.
- New Mexico contributed to the nation's World War I efforts by providing men, resources, and land for training camps.
- The 1920s is remembered as a decade of economic and cultural growth for many New Mexicans.
- The 1929 stock market crash, the Great Depression, and the Dust Bowl increased economic hardships for many New Mexicans.
- New Deal programs, such as the CCC and the WPA, provided jobs for many New Mexicans and helped the state grow.
- The Indian Reorganization Act tried to fix problems created by earlier policies.

Key Terms

depression
migrants
prosperity
public works
racism
shareholders
stock

Comprehension Strategy

Visualize and Infer

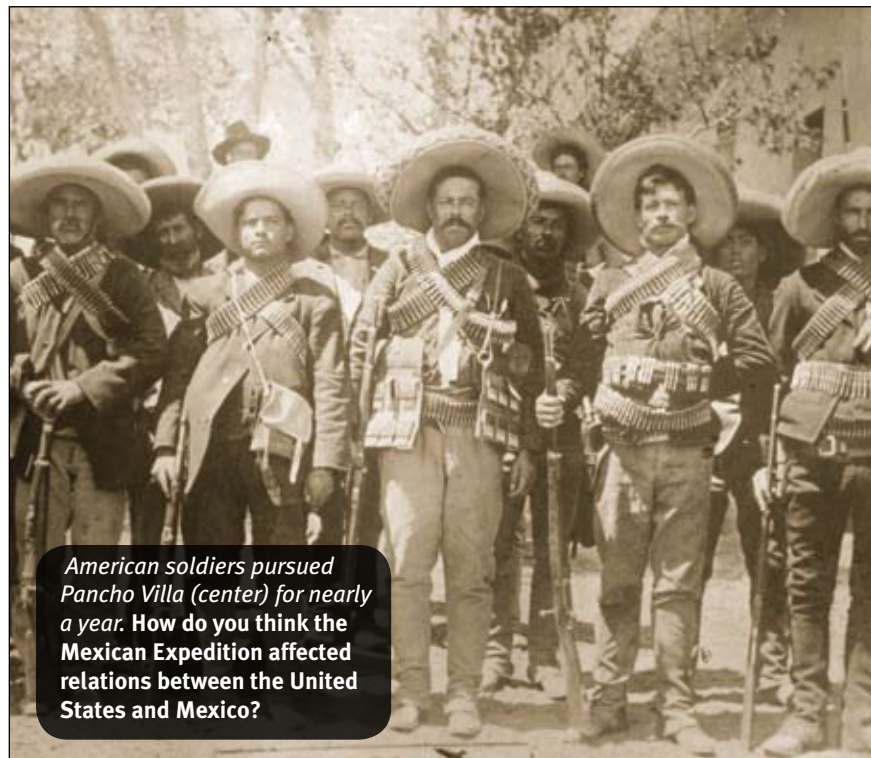
Just as New Mexicans were writing their state constitution and achieving statehood, a terrible revolution broke out in Mexico. Rebel armies overthrew the nation's dictator, Profririo Díaz, and then fought each other in a revolution that lasted a decade.

The Mexican Revolution spilled over the border into New Mexico on March 9, 1916. On that date, Francisco "Pancho" Villa, the most powerful revolutionary general in northern Mexico, and about 500 of his soldiers raided the small border town of Columbus, New Mexico. They attacked the town and its nearby military camp, killing 18 Americans.

The Mexican Expedition

President Woodrow Wilson responded quickly to Villa's invasion. He sent 4,800 American soldiers into Mexico to capture and punish Pancho Villa. American forces under General John J. Pershing spent almost a year in pursuit of Villa but failed to capture him. Villa knew every part of northern Mexico, while the Americans were strangers on that side of the border. Pershing and his men withdrew in January 1917.

Although Pershing's mission failed, the general and his army gained valuable experience during their months in Mexico. The military tested new weapons and forms of transportation, including airplanes and trucks. The U.S. Army had never used these new machines in combat. The experience in Mexico helped American troops when the United States entered World War I later that year.



American soldiers pursued Pancho Villa (center) for nearly a year. How do you think the Mexican Expedition affected relations between the United States and Mexico?

World War I

World War I had begun in 1914 when the Allied Powers declared war on the Central Powers. Great Britain, France, and Russia led the Allied Powers. Germany, Austria-Hungary, and Turkey led the Central Powers.

The Zimmermann Note

In January 1917, the British intercepted a secret telegram sent from Germany to Mexico. The telegram, known as the Zimmermann Note, suggested that Mexico join forces with Germany against the United States. The note promised that if the United States was defeated, Germany would help Mexico recover all the territory it had lost to the United States during the Mexican American War, including New Mexico.

The Zimmermann Note forced the United States to act. About a year earlier, Germans had sunk a British passenger ship, killing 123 American passengers. German submarines torpedoed several American ships in the Atlantic Ocean shortly after the Zimmerman Note went public. Angered, the United States declared war on Germany on April 6, 1917.

Wartime New Mexico

The United States entered World War I on the side of the Allies. Almost 7,000 New Mexicans served in the armed forces during World War I. Hispanics, Native Americans, Anglos, blacks, and many other groups were eager to serve their country and help defend their state.

Training Camps

Thousands of men from other parts of the United States trained to become soldiers at military camps in New Mexico. Camp Cody, near Deming, was the biggest of these camps in the state. New Mexico's mild climate and wide-open spaces, made it a good place to train new soldiers.

The Selective Service Act

Despite the large number of volunteers, more men were needed. Congress passed the Selective Service Act to fill the need. It required all men between 21 and 30 years of age to sign up for military service. They called it "being drafted." About 8,500 New Mexicans were drafted to serve in the army.



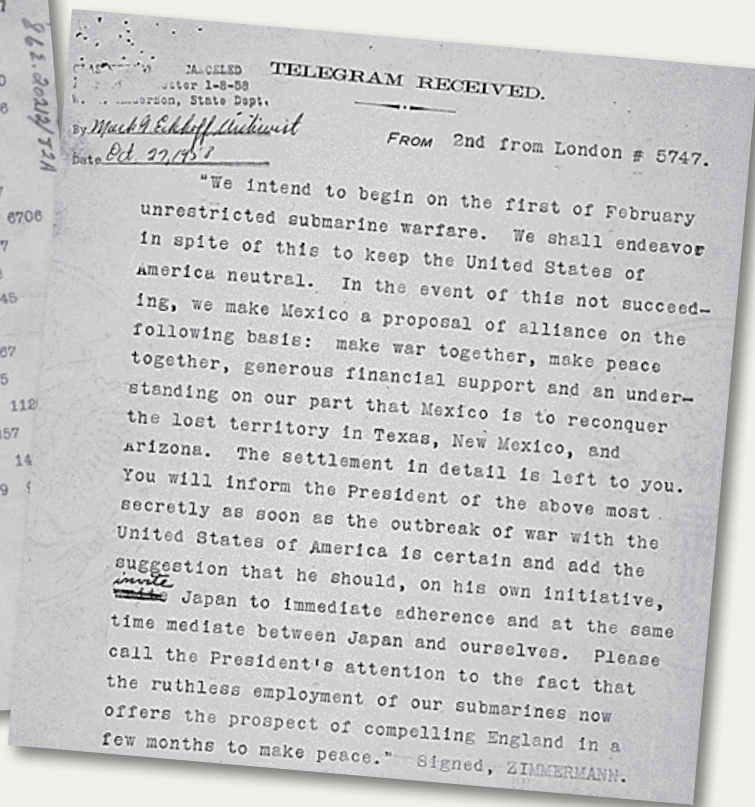
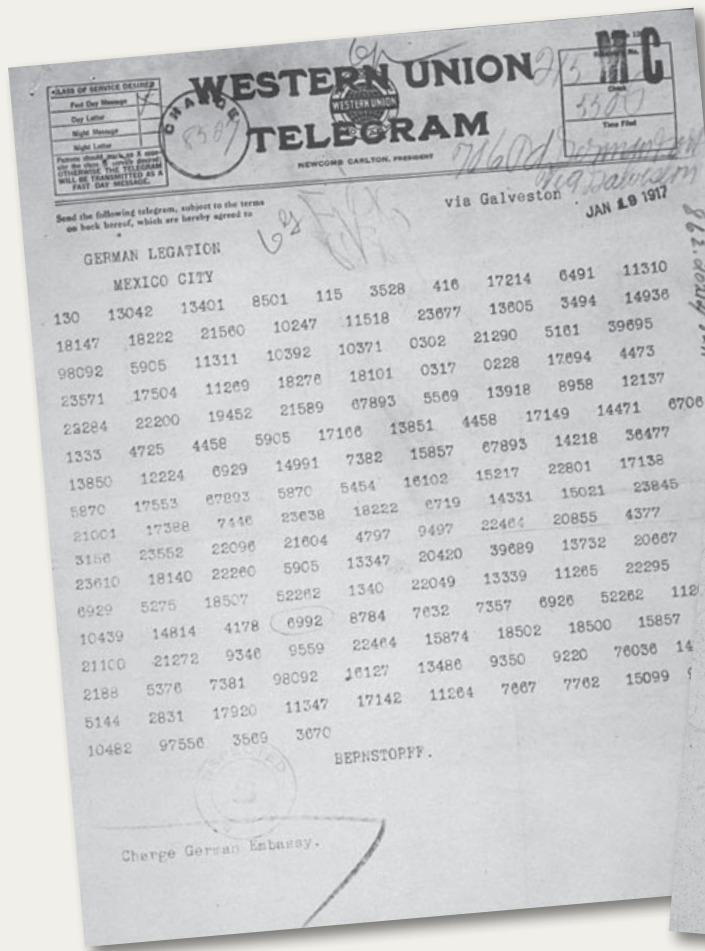
Camp Cody, near Deming, was the biggest army training camp in New Mexico. Officers of the 34th Division pose for a photo in 1918.

Go to the Source!



Decoding the Zimmermann Telegram

In January 1917, British intelligence intercepted and decoded the Zimmermann Telegram sent from Germany to Mexico. Examine the coded telegram and its translation and then answer the questions.



OBSERVE

- Describe the coded telegram. What kind of code did the Germans use?
- What is the purpose of the telegram?

EVALUATE

- What do you think is meant by “unrestricted submarine warfare”?
- Why might this proposal have appealed to the Mexicans?

CONCLUDE

- How did this telegram draw the United States into World War I? Use quoted information from the telegram and your own knowledge to support your answer.



This picture shows a celebration in New York City at the end of WWI. How do you think these people felt?

The Homefront

The men, women, and children who remained in New Mexico worked hard and sacrificed much to help win the war. Farmers and ranchers grew more crops and raised more livestock than ever before. Their products helped feed U.S. troops, American factory workers, and people in Allied nations suffering from food shortages.

The war also created many new jobs throughout the country. In New Mexico, jobs in coal mining and railroading increased. Women helped run farms and ranches while their husbands, sons, fathers, and brothers were away at war. Mexican immigrants

fleeing from the violence of the Mexican Revolution sought peace and work in New Mexico and throughout the Southwest.

The War Ends

Americans were relieved when the Allies won the war and peace was restored in November 1918. Celebrations were held throughout New Mexico and the rest of the nation to welcome home returning soldiers and sailors. More than 250 New Mexicans died in combat or from disease. Each year on Memorial Day, Americans remember those who sacrificed so much in World War I, and in all American wars.

Signs like this were posted in many cities during the flu epidemic in 1918. What similar health concerns do we have today?

The Spanish Flu Epidemic

World War I was not yet over when a new deadly enemy struck New Mexicans and people around the world. Although it had nothing to do with Spain or Spanish-speaking people, this new enemy was called the Spanish influenza. The flu struck widely and quickly. Its victims often died on the same day they caught the disease. Church bells rang day and night announcing new deaths. People died so quickly that carpenters could not build coffins fast enough for all the dead. At least four times as many New Mexicans died during the flu epidemic as died in World War I. The Spanish flu epidemic of late 1918 was the worst epidemic in New Mexico and American history.



The Roaring Twenties

After the hardships of World War I, the 1920s are remembered as a time of peace, *prosperity* (good fortune or financial wealth), and new ideas. New inventions and new forms of entertainment transformed America. Americans became consumers, or buyers, of new goods and services. Instead of saving money, people in the 1920s spent like never before.

The Automobile

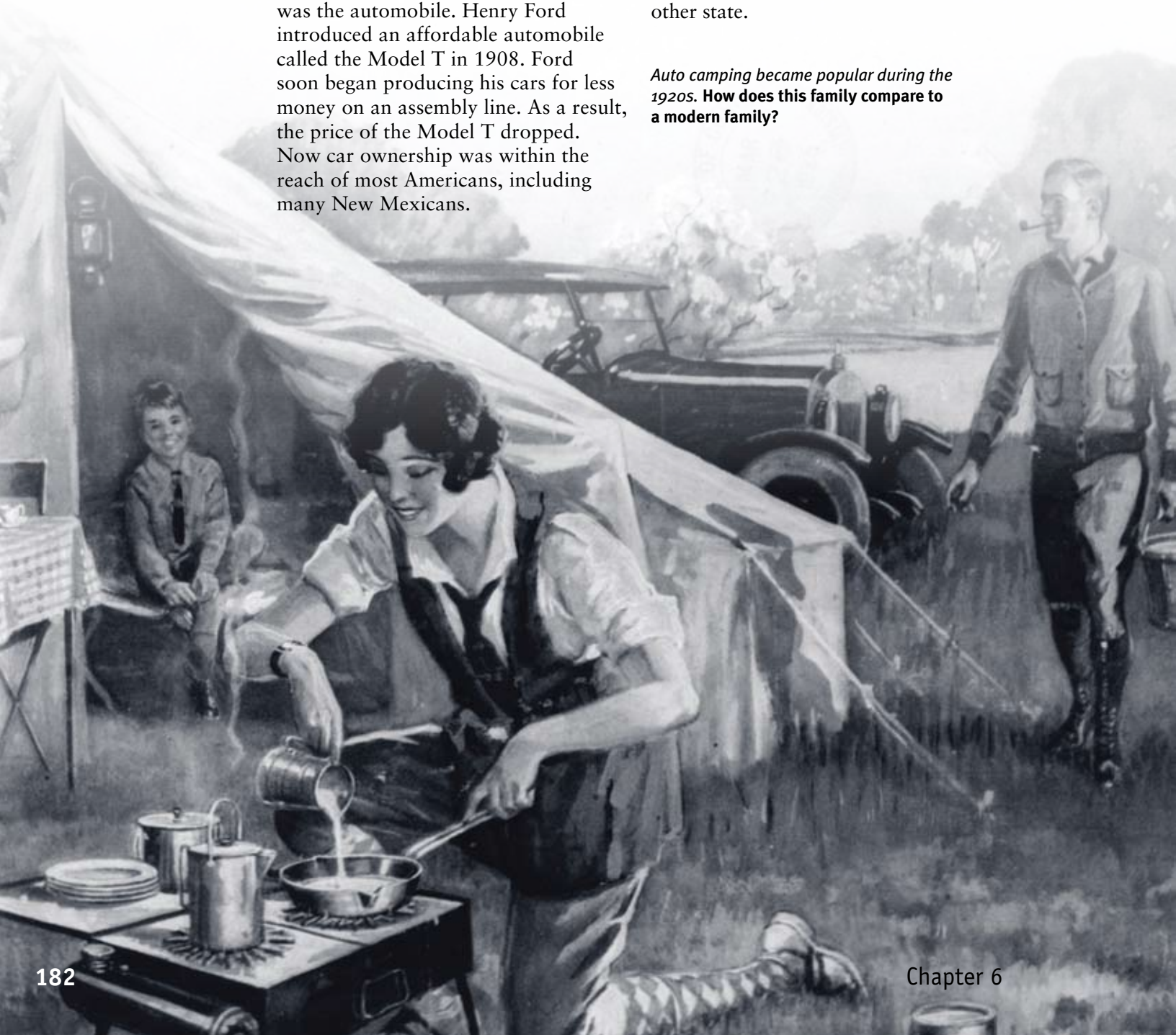
One item many Americans wanted was the automobile. Henry Ford introduced an affordable automobile called the Model T in 1908. Ford soon began producing his cars for less money on an assembly line. As a result, the price of the Model T dropped. Now car ownership was within the reach of most Americans, including many New Mexicans.

The automobile helped to connect the rural countryside to urban towns and cities. Farm families could drive to towns and cities to visit, shop, and sell their crops. Young people especially enjoyed the independence driving gave them.

Route 66

With more Americans owning cars, the need for new and improved roads increased. These new roads connected many parts of the United States for tourists and businessmen. Begun in 1926, Route 66 ran from Illinois in the east to California in the west. More miles of this famous highway ran through New Mexico than through any other state.

Auto camping became popular during the 1920s. How does this family compare to a modern family?



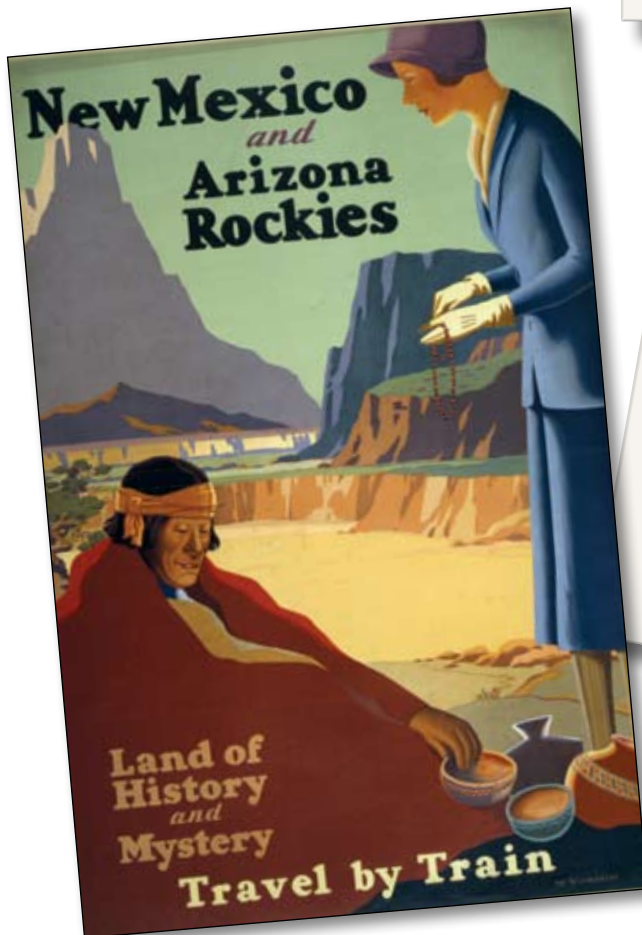
Service Industries Grow

The automobile industry gave rise to many other businesses and helped to provide jobs for many New Mexicans. In addition to working in the auto industry, men and women helped build roads and worked in service industries, such as motels and restaurants.

More Tourism

Many Americans drove their cars to see the country and its great beauty. New Mexico became a favorite destination for tourists who wanted to see the state's natural wonders such as Carlsbad Caverns and White Sands. Others enjoyed visiting Indian pueblos and Spanish villages to learn about New Mexico's native cultures.

The Santa Fe Railway and its Harvey Houses created a company to guide tourists on trips through the Southwest. The Southwest Indian Detours encouraged railroad passengers to take time on their vacations to explore pueblos, ancient ruins, and natural wonders.



The State of New Mexico

New Inventions

The automobile was not the only new product Americans wanted to buy. By the 1920s, many New Mexico homes had electricity, at least in larger towns and cities. Like other Americans, New Mexicans wanted new electrical appliances, such as refrigerators, vacuum cleaners, and washing machines. They especially wanted telephones and radios.



The telephone made communicating easier. What technology do you use today to communicate with others?



Colorful railroad travel posters inspired people to visit New Mexico. Why might this ad have appealed to tourists?

In the 1920s, many Americans purchased radios. What accessory is this woman using to listen to her radio?

NEW ART COLONIES

Artists have lived in New Mexico for centuries. Native American petroglyphs date back hundreds of years. Hispanic *santeros* have created images of Catholic saints since the 1700s. Anglo artists arrived in New Mexico much later. The first Anglo artists, Ernest L. Blumenschein and Bert Geer Phillips, came to Taos in 1898. They stopped to have a wheel on their wagon fixed but liked the area so much they eventually decided to stay.

Blumenschein and Phillips enjoyed painting in northern New Mexico. The scenery was awe inspiring, the weather was mild, and the cost of living was low. Most importantly, Blumenschein and Phillips admired the local Hispanic and Indian cultures. They painted pictures of local residents and their traditions because the artists feared these ancient cultures were in danger and might soon disappear.

Impressed by what they heard, more artists arrived in Taos to live and paint. In 1915, Blumenschein and Phillips invited four of their most talented neighbors to join a new organization called the Taos Society of Artists (TSA). The TSA grew to include a dozen members, including one woman, Catharine C. Critcher. The TSA became the most important art society in New Mexico history. TSA members displayed their paintings in cities across the United States, making Taos famous in the art world.

Mabel Dodge Luhan also attracted many talented men and women to Taos. Arriving in Taos in 1917, she married a Taos Indian, Tony Luhan. Together, they built a large adobe house with more than a dozen guest rooms. The couple invited many artists and authors to visit them and capture the local beauty in books and paintings. The most famous author to accept an invitation was the English writer D. H. Lawrence. The photographer Ansel Adams and painter Georgia O'Keeffe were among the many famous artists who came to Taos as the Luhans' guests.

Other artists and authors came to New Mexico and settled in Santa Fe, often living on the same streets. Artists of the growing Santa Fe art colony included Will Shuster, John Sloan, and Carlos Vierra. Authors of the 1920s included Mary Austin, Witter Bynner, and Willa Cather.



Helen at the Easel was painted by John Sloan in 1947.



Catharine C. Critcher

Linking the Past to the Present

The Taos and Santa Fe art colonies continue to attract thousands of art collectors each year. Santa Fe has more art galleries than any city its size. There are now many other thriving art colonies in New Mexico, in communities like Silver City and Roswell. Native Americans and Hispanics continue to create remarkable art as well. Some of the best Hispanic art is displayed in Santa Fe at the Spanish Market each May, while some of the best Native American art is displayed at the Indian Market each August.

From Boom to Bust

The 1920s was a time of such prosperity that many people also bought stocks. **Stocks** are investments in a company. People who own stocks are called shareholders. **Shareholders** share ownership of a company. When a company succeeds, shareholders earn profits. When a company fails, shareholders lose money and try to sell their stocks before they lose more.

Shareholders were so confident about business and the economy in the 1920s that they sometimes borrowed money to buy additional stocks. American leaders shared this

enthusiasm. When elected president in 1928, Herbert Hoover announced, “I have no fears for the future of our country. It is bright with hope.” Like people in most states, New Mexicans looked forward to a new decade of even greater wealth in the 1930s.

But then everything changed. The prosperity of the 1920s suddenly ended on October 29, 1929, later called Black Tuesday. Shareholder confidence turned upside down overnight. Panicking, people frantically sold their stocks so they would not lose more money in the worst stock market crash in American history.

Linking the Past to the Present

Similar to the 1920s, the United States experienced an economic boom in the late 1990s and early 2000s. By 2008, however, the economy started to show signs that the country might be heading into a new depression. What were these signs? How was the recent economic recession similar to the Great Depression?

A crowd of people gather outside the New York Stock Exchange following the Crash of 1929. What words would you use to describe the crowd?

The Great Depression

The massive selling of stock caused a disaster that some have compared to dominoes falling in a long row. With few shareholders, many companies went bankrupt. Without jobs, workers could not pay their debts, including the loans they had made to buy cars, houses, and stocks. When people could not pay their loans, thousands of banks went bankrupt. When banks closed, depositors, or people who had money in the banks, lost all their savings.

The dominoes continued to fall long into the 1930s. The country was beginning the worst economic depression in history. An economic **depression** is a period when the economy is suffering from little business activity, mass unemployment, and a weak stock market. The depression of the 1930s was so bad that it spread far beyond the United States. It became known as the Great Depression.

New Mexicans Suffer

In 1933, the worst year of the Great Depression, national unemployment reached 25 percent. New Mexico had never been a wealthy state; most lived in poverty long before the Depression began. The Depression only deepened their suffering.

The Dust Bowl

A disaster known as the Dust Bowl made life even more difficult in the 1930s. The Dust Bowl was a severe drought in a region of the Great Plains. High winds blew the dry soil into giant dust clouds.

Northeastern New Mexico was part of the Dust Bowl. Dust covered everything, from crops in the fields to fences and farm equipment. People and livestock found it hard to see or breathe. Many people and animals got sick. Dust blew through even the smallest cracks in family homes. Furniture dusted in the morning would be covered in a new layer of dust by the



*Many people had to wait in long lines to get food during the Great Depression because they did not have money. **Why** were so many people hungry during the Great Depression?*

afternoon. People could not even eat without dust settling on their food.

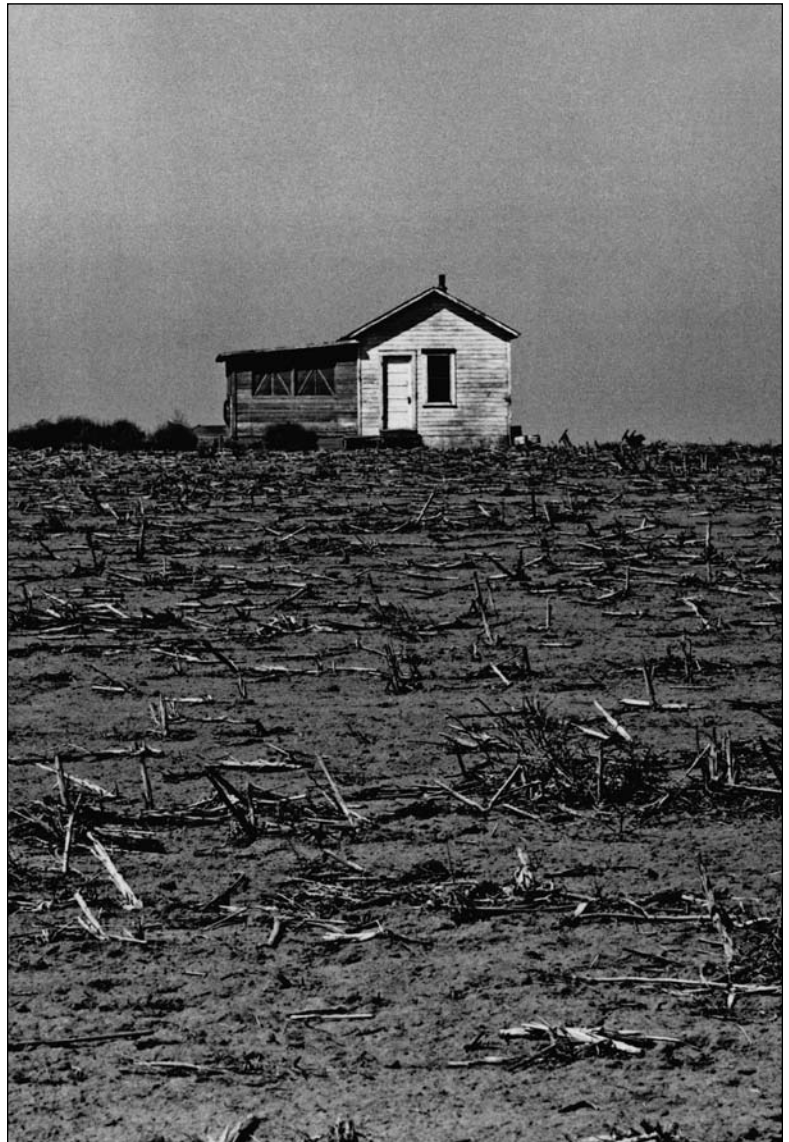
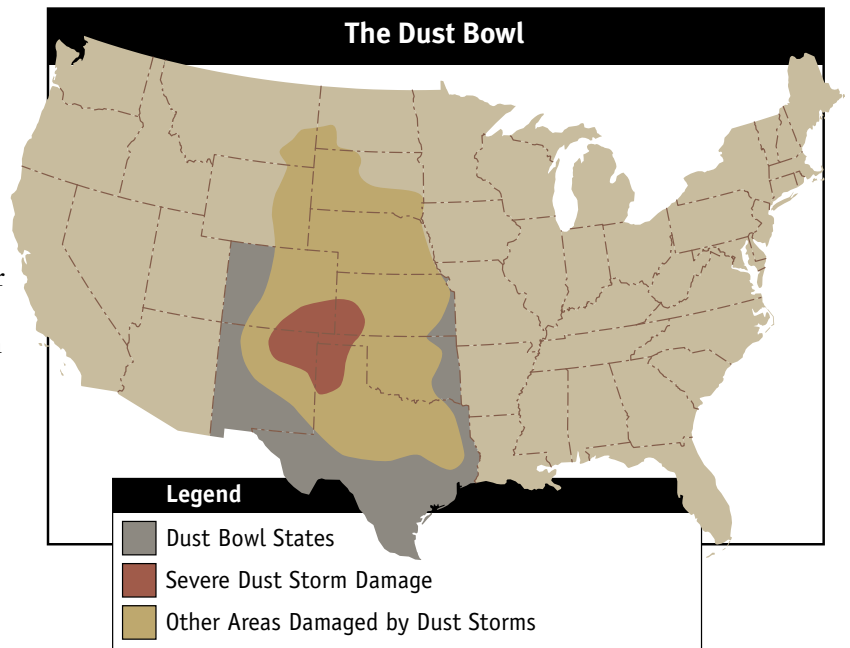
Unable to live or work in these terrible conditions, thousands of farmers and their families fled the Dust Bowl. Many farmers and ranchers in eastern New Mexico were among those who packed their few belongings and left their homes. Some had been homesteaders who had proven up under hard conditions years earlier but could no longer endure. Most traveled west in search of work and a better life.

Blackdom

Residents of an all-black community called Blackdom were among those who had to leave their farms and houses behind during the Great Depression. Francis Marion Boyer had founded Blackdom in 1901. He recruited as many as 25 black families to live on homesteads south of Roswell. The families hoped to enjoy their freedom far from the **racism** (prejudice based on race) they had experienced in the Southern states they were from. Blackdom had a store, a school, a church, and a post office. Although its residents enjoyed their small, independent community, bad weather and economic depression forced them to abandon their town by 1929.

Most **migrants** (people who move from place to place) traveled west to California on Route 66, the same highway that tourists and businessmen had used during the better days of the 1920s. Since so many of the migrants came from Oklahoma, they were nicknamed “Okies.” Many Okies passed through New Mexico. Most New Mexicans were kind to the homeless travelers, offering them food and supplies even when they had little for themselves.

*The Dust Bowl forced many families to abandon their homes and farms and head west; many traveled through New Mexico. **What states were most affected by the Dust Bowl?***





Franklin D. Roosevelt

A New President

No one knew when the Great Depression would end or how to fix it. Americans became very discouraged. They grew increasingly upset with the government, which seemed to be doing little to help the economy recover. When it was time to elect a new president in 1932, Americans were anxious for new ideas and changes. Instead of returning President Hoover to office, Americans elected Franklin D. Roosevelt.

Roosevelt's New Deal

Roosevelt, or FDR, as many called him, promised the American people a "New Deal." The New Deal had three main goals. The first was to provide relief for the millions who had lost their jobs, their savings, and their homes. Economic recovery was another goal. Putting Americans back to work would help the economy recover. The final goal of the New Deal was to create reforms to help prevent another Great Depression in the future.

Works Progress Administration

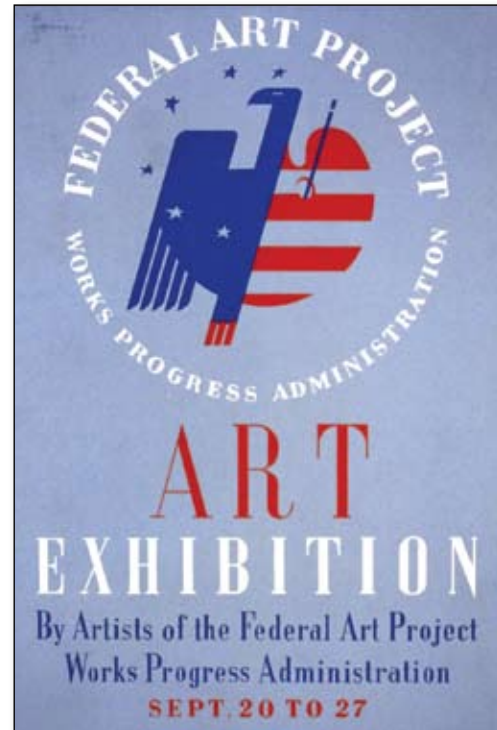
The New Deal created new government programs to help nearly every region, occupation, gender, and age group in the country, including New Mexico. The Works Progress Administration (WPA) built many public works projects, from sidewalks and roads to schools and post offices. **Public works** refers to government projects that benefit the general public and are paid for with tax dollars. The WPA was

the largest and most famous New Deal program because it put so many men and women back to work and, in the process, provided relief for their suffering families.

Artists and Writers

The WPA's Federal Art Project and Federal Writers' Project employed many of New Mexico's artists and authors whose careers were hurt by the Great Depression. Few Americans could afford to purchase paintings and books when they lacked the money for everyday needs.

The New Deal created programs to put these talented men and women back to work. With funding from the



Bosque Farms

New Deal programs also helped victims of the Dust Bowl in New Mexico. The federal government relocated 42 families to a new community called Bosque Farms, south of Albuquerque. With the help of hundreds of local men hired by the WPA, the 42 families leveled the land, started new farms, and built adobe homes. The adobe houses still stand, although all of the original settlers are now gone. Similar communities were built to help farmers elsewhere in New Mexico, but none were as large or eventually as successful as the one in Bosque Farms.

The children of some resettled farmers pose for a picture at Bosque Farms.



government, artists painted large murals in public buildings. The murals created by New Mexico's artists depicted Southwestern cultures in structures that were often built using Pueblo Revival-style architecture. In these and many other ways, the New Deal respected local cultures and helped preserve them.

The New Deal also supported Native American arts and crafts, from weaving to pottery making. Hispanic arts and crafts, including tinwork and furniture making, were taught and sponsored across the state.

The Federal Writers' Project hired authors to help preserve local cultures. Authors interviewed dozens of New Mexicans to learn about the state's history. Other authors contributed to *New Mexico: A Guide to the Colorful State*. The book included information about every part of New Mexico. It encouraged tourism and taught respect for local cultures.

Civilian Conservation Corps

Another large New Deal program was known as the Civilian Conservation Corps (CCC). The CCC employed poverty-stricken young men who lacked the education or experience to get a job during good times, let alone during the Great Depression. CCC workers lived in isolated camps throughout New Mexico. Army and navy reserve officers commanded the CCC camps, although the young men never trained to be soldiers or carried guns.

CCC workers received good food, shelter, an education, and medical care, often for the first time in their lives.

The CCC helped the workers' families, too. They earned \$1 a day. Each month \$25 was automatically sent home to the young man's family. In addition, the CCC gave an economic boost to the communities where camps were located.

Most importantly, most of the 54,000 young men who served in the CCC in New Mexico said the program changed their lives. They learned to live on their own, develop new skills, take orders, and get along with others.



Respect for Nature

Young men enrolled in the CCC worked on valuable conservation projects. Americans had begun to respect nature and the need to preserve it. Influenced by what he experienced in New Mexico, Aldo Leopold once said, "Conservation is a state of harmony between men and land." Leopold became known as the Father of Wildlife Management.

Influenced by Leopold's ideas, young men in the CCC planted millions of trees, built small dams, cleared trails in state and national parks, built campgrounds, and helped fight forest fires. The men learned new skills and gained valuable work experience.

New Deal Political Leaders

Much of the government help New Mexicans received during the Great Depression came through the efforts of two important political leaders. Clyde Tingley served as the governor for two terms in the 1930s. Eager to help New Mexico recover from the Depression and benefit from New Deal programs, Tingley often traveled to Washington, D.C., to meet with President Roosevelt and describe his state's great needs.

Through Governor Tingley's efforts,

New Mexico received more New Deal funding per citizen than any other state in the country. He was most proud of the Carrie Tingley Hospital for Crippled Children, built with WPA funds in Truth or Consequences. The Carrie Tingley Hospital still serves children at its new location in Albuquerque.

Dennis Chavez also brought many New Deal projects to New Mexico while he served in the U.S. Senate after 1935. Chavez was so popular and so effective that he was reelected to the U.S. Senate four times. He became the most respected, most powerful Hispanic senator in American history.

NEW MEXICO

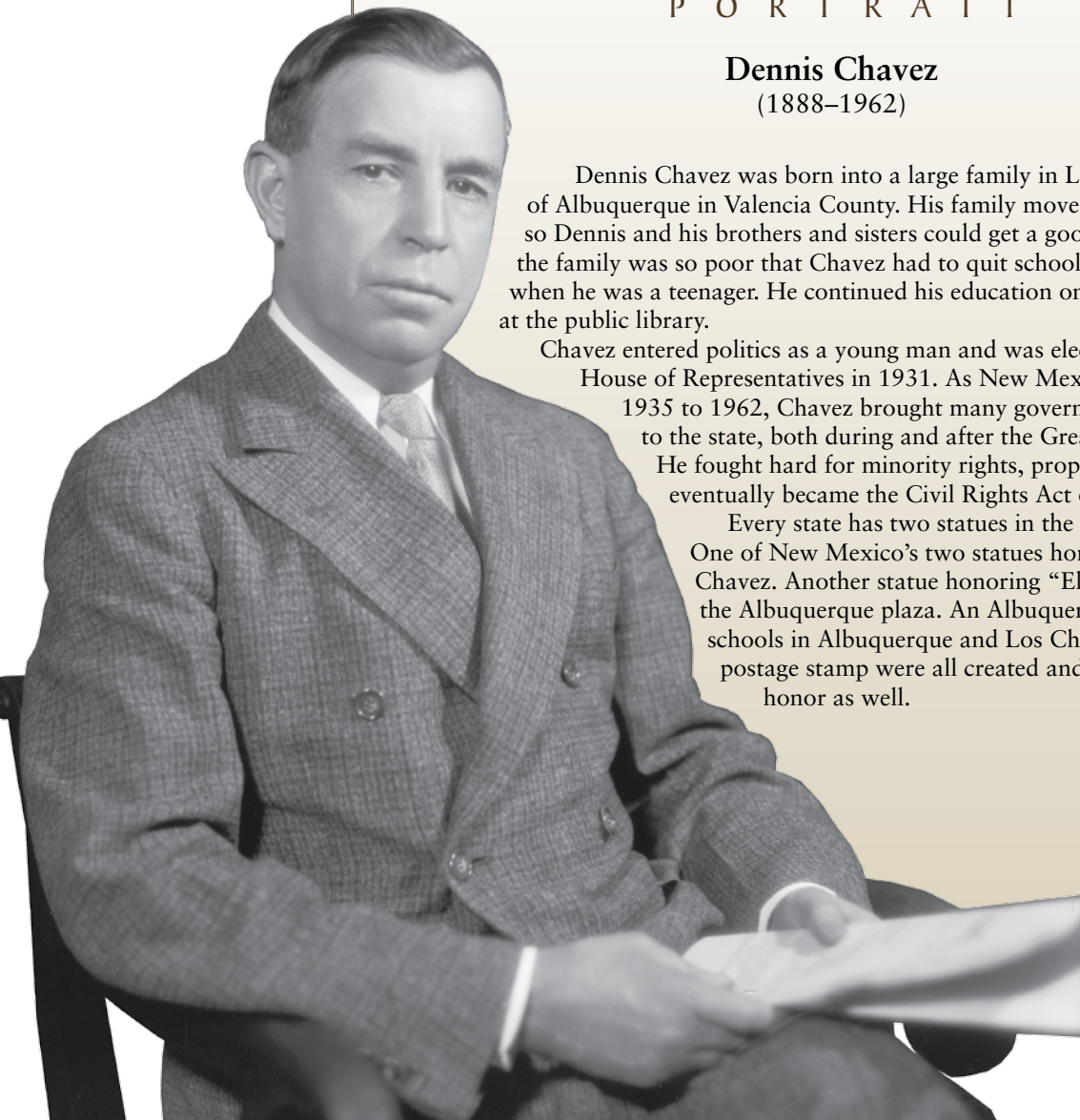
P O R T R A I T

Dennis Chavez (1888–1962)

Dennis Chavez was born into a large family in Los Chavez, south of Albuquerque in Valencia County. His family moved to Albuquerque so Dennis and his brothers and sisters could get a good education. But the family was so poor that Chavez had to quit school and go to work when he was a teenager. He continued his education on his own, studying at the public library.

Chavez entered politics as a young man and was elected to the U.S. House of Representatives in 1931. As New Mexico's senator from 1935 to 1962, Chavez brought many government programs to the state, both during and after the Great Depression. He fought hard for minority rights, proposing a law that eventually became the Civil Rights Act of 1964.

Every state has two statues in the halls of Congress. One of New Mexico's two statues honors Dennis Chavez. Another statue honoring "El Senador" is in the Albuquerque plaza. An Albuquerque street, two schools in Albuquerque and Los Chavez, and a U.S. postage stamp were all created and named in his honor as well.





U.S. Secretary of the Interior Harold Ickes presents to Native Americans the first constitution issued under the Indian Reorganization Act in 1935.
Are these Native Americans from a New Mexico tribe? How could you find out?

Native Americans Get a New Deal

Native Americans benefited from the New Deal thanks largely to the efforts of a reformer named John Collier. As head of the Bureau of Indian Affairs, Collier helped create an Indian division of the CCC. The CCC-I employed more than 85,000 Native Americans on public works projects on reservations. The work employed young Native Americans, helped their families financially, and assisted the reservations with much-needed improvements.

Collier wanted to reverse past laws and policies that had long hurt Native Americans and their cultures. In particular, he wanted to overturn the Dawes Act. This 1887 law had tried to force Native Americans to abandon their native cultures and become more

like white Americans. Thousands of Indian children were sent away to Indian boarding schools for just this purpose. The law also hurt tribal unity by encouraging Indians to become individual farmers (like white men) instead of continuing to share their community land.

A second bill, known as the Bursum Bill, had threatened pueblo land grants in the 1920s. Alarmed by the problems that would result if the bill passed, the Pueblo Indians united, creating the All-Pueblo Indian Council. They defeated the proposal in Congress.

Collier worked with the council to defeat the Bursum Bill and overturn the Dawes Act by passing the Indian Reorganization Act. The new law encouraged tribal unity and the preservation of Indian cultures. The government helped tribes regain common land, build schools, and reorganize their tribal governments.

Taylor Grazing Act

Most tribes welcomed Collier's new law and policies. Unfortunately, not all his reforms worked well for everyone. The Taylor Grazing Act of 1934 was passed to reduce the number of livestock that grazed on Indian land. The government killed many sheep and goats to prevent overgrazing. Overgrazing had contributed to the conditions that created the Dust Bowl. At least half of all the sheep on the Navajo Reservation were killed, including many that belonged to the poorest families. The Navajos lost trust in Collier and his other new policies. It took years for the tribe to recover.

What Do You Think?

Was there an alternative to the Taylor Grazing Act? What do you think the government could have done differently to address overgrazing?

Signs of Improvement

The worst of the Great Depression was over by the late 1930s. Slowly, businesses opened up again, and more people went back at work. Employed workers spent their wages, and many began to travel again. These developments were especially important for New Mexico's farmers, ranchers, miners, railroad companies, and tourist industry. The New Deal had not ended the Great Depression, but it had helped New Mexicans weather the storm and build many public projects that are still in use today.



Raising livestock was an important business activity for the Navajo.



Check Your Understanding

Know

1. Why did artists Ernest L. Blumenschein and Bert Geer Phillips decide to live in Taos?
2. Who was Pancho Villa?
3. What were the three main goals of the New Deal?
4. What new form of transportation became more affordable in the 1920s?
5. What natural disaster caused farmers in the Great Plains region to migrate west?
6. Who were Clyde Tingley and Dennis Chavez?

Apply

7. How did the Taos Society of Artists help preserve and popularize New Mexico's Hispanic and Indian cultures?
8. What were the pros and cons of the Mexican Expedition?
9. Create a chart identifying New Deal programs and summarizing how they helped New Mexico and its people.
10. Summarize how the construction of highways, such as Route 66, contributed to the development of New Mexico and the West.
11. Discuss how the Dust Bowl affected the population and settlement of New Mexico and the Southwest.
12. Create a chart summarizing how Clyde Tingley and Dennis Chavez helped New Mexicans during the Great Depression.

Analyze

13. Select one of the artists discussed on page 184. Find an example of his or her work. In a brief paragraph, explain how the example illustrates the culture of New Mexico.
14. Was it right for the United States to invade Mexico in search of Pancho Villa? Explain your reasoning.
15. How would you have addressed the problem of overgrazing on Indian land?
16. Explain how New Deal programs, such as the CCC and the WPA, benefited New Mexico and also contributed to the development of the American West.
17. Imagine that you were a New Mexico farmer during the Dust Bowl. Compose a short story from your point of view on how the Dust Bowl affected your life and that of your family.
18. What leadership qualities do you think are important during times of crisis such as the Great Depression? Explain your reasoning.

New Mexicans Help Win World War II

Key Ideas

- New Mexico helped fill the nation's need for soldiers, supplies, training, and new weapons during World War II.
- New Mexico proved to be the perfect location for the top-secret Manhattan Project.
- Many Japanese Americans were held in special camps in New Mexico during the war.
- The war helped create jobs and boost New Mexico's economy.

Key Terms

bracero
civilian



Comprehension Strategy

Infer and Question

World War II began in Europe in 1939. Adolf Hitler, the Nazi dictator of Germany, believed the German people were a superior race. He set out to conquer Europe and to cleanse it of what he called inferior peoples, especially members of the Jewish religion. Hitler sent millions of Jewish people to concentration camps where more than six million were put to death in gas chambers. This mass murder of the Jewish people is called the Holocaust.

The Allied Powers, led by England, France, and the Soviet Union, tried to stop German expansion in Europe. Germany and its allies, Italy and Japan, known as the Axis Powers, resisted. The Allies declared war on Germany when Hitler's military invaded Poland in 1939.

World War II

As in World War I, the United States tried to stay out of the conflict for as long as it could. President Roosevelt's administration sent ships and supplies to help the Allies defeat Hitler and he warned Americans that someday they might have to join the fight.

Pearl Harbor Attacked

That day came on December 7, 1941. Without warning, the skies over the U.S. Naval base at Pearl Harbor, Hawaii, darkened as wave after wave of Japanese fighter planes dropped bombs on U.S. ships and planes. The surprise attack destroyed 188 planes and 21 ships. More than 2,400 Americans lost their lives.

President Roosevelt asked Congress to declare war on Japan the next day. The president called December 7 a "date which will live in infamy." The United States joined the Allies in their fight against the Axis Powers in both Europe and Asia.



The Japanese attacked Pearl Harbor, sinking U.S. ships and killing Americans. What adjectives could you use to describe this scene?

Defending the Philippines

Many New Mexicans were already in the military when World War II began. More than 1,800 New Mexicans had volunteered to serve in the National Guard. In 1941, many of these soldiers traveled to the Philippine Islands to help defend that U.S. territory just months before the attack on Pearl Harbor.

The Japanese attacked the Philippines within hours of their attack on Pearl Harbor. American forces, including those from New Mexico, fought the invaders. Although they fought as long and as hard as they could, U.S. forces in the Philippines were forced to surrender.

Bataan Death March

In April 1942, the Japanese captured at least 10,000 American and 60,000 Filipino troops and forced them to march 65 miles to a prison camp where they remained for three years. During the march, Japanese soldiers withheld food and water and viciously beat many of the prisoners of war (POWs). Execution squads following behind killed those who became too weak or sick to go on. This became known as the Bataan Death March.

Conditions at the prison camp were not any better. At least 600 American soldiers and sailors, many from New Mexico, died in the Philippines. Those who survived the Bataan Death March and Japanese POW camps were finally freed at the end of World War II. Most had been treated so badly that they suffered poor health for the rest of their lives.

A Japanese soldier watches over American and Filipino POWs before forcing them on a death march.



Ernie Pyle (1900–1945) and Bill Mauldin (1921–2003)

New Mexico was the home of the most famous newspaper reporter of World War II. Ernie Pyle went to Europe to report on the war even before the United States entered the conflict. Once the country joined the Allies, Pyle often reported from the front lines, interviewing average soldiers, including several from New Mexico. Pyle's popular columns appeared in newspapers across the United States, including the *Albuquerque Tribune*. Pyle was shot and killed in 1945 on an island in the Pacific. His former home in Albuquerque is now a public library branch. A middle school in southwest Albuquerque is also named in his honor.

Bill Mauldin, a native of southern New Mexico, became as famous as Ernie Pyle by drawing cartoons that showed average American soldiers at war. Mauldin's two main characters, Willie and Joe, kept their sense of humor through the toughest days of the war. Mauldin's cartoons appeared in army newspapers before they appeared in newspapers in the United States, often side by side with Pyle's columns.

Mauldin's cartoons and Pyle's columns were important sources of information about the war and important sources of inspiration for those in uniform and their families back home. Like Pyle, Mauldin received many honors for his work. Both heroes have appeared on U.S. postage stamps.



Navajo Code Talkers

More than 400 Navajo volunteers joined a special group of American marines called the Navajo Code Talkers. Using the Navajo language, they created a secret code that was used to send important messages during key battles in the war against Japan.

There were 450 words in the secret code. There was a Navajo word for every important military term or object. For example, if a Navajo Code Talker wanted to say the word “battleship,” he would use the code name for battleship, which was “whale.” Then he would say the word “whale” in the Navajo language. The code was nearly impossible to break because it was a code on a code.

Not every word in the English language had a code word, however. The Code Talkers had to spell out the letters for all the words that lacked a code word by using code words for every letter in the Navajo alphabet. The Code Talkers helped win many battles for the United States. Their work was dangerous during battles, but they made few mistakes and sent messages faster than any other American messengers. They saved thousands of American lives and helped bring the war to an end at last.

The Code Talkers kept their code a secret until long after World War II. In 2001, the surviving Code Talkers, many in their 70s and 80s, received Congressional Gold Medals. They have been deservedly honored by U.S. presidents, New Mexico governors, and especially by tribal members on the Navajo Reservation.

National Navajo Code Talker Day is celebrated on August 14 every year.



During World War II, Navajo Code Talkers sent messages using a code based on the Navajo language. How was this code helpful in winning the war?

The Manhattan Project

In September 1939, President Roosevelt received a letter from the world’s most famous scientist, Albert Einstein. The letter warned that scientists in Germany were beginning to develop an atomic bomb. An atomic bomb is a nuclear weapon with enormous destructive capabilities. Germany could win the war if it was successful in building an atomic bomb. Concerned, Roosevelt assembled a team of American scientists whose mission was to create an atomic bomb before the Germans could. The top-secret mission to design and build an atomic bomb was called the Manhattan Project.

The Perfect Location

U.S. military and scientific leaders considered several locations for the labs that would develop an atomic bomb in the shortest time possible. Los Alamos, on New Mexico’s high Pajarito Plateau, was chosen as the ideal location. It was a small, isolated Hispanic community with few roads on or off the mesa. The government could acquire the site easily,



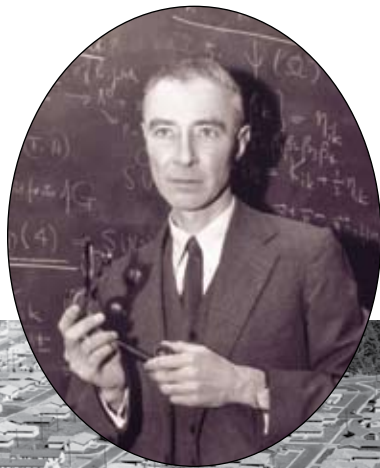
When the United States dropped the atomic bomb on Hiroshima, Japan, a violent explosion destroyed much of the city and killed thousands of people. Why did the United States decide to use the atomic bomb against Japan?

including the campus of the Los Alamos Ranch School. The school was closed in 1942. Its buildings served as the Manhattan Project's main structures for the first months of what became known as Project Y.

J. Robert Oppenheimer

Physicist J. Robert Oppenheimer was chosen to direct Project Y. Oppenheimer was an accomplished scientist who knew Los Alamos well, having been there with his family during several summer vacations. Oppenheimer was well respected by both his fellow scientists and army leaders, especially General Leslie R. Groves, the leader of the entire Manhattan Project.

It took more than two years of extremely hard work for Oppenheimer's team of scientists to develop the atomic bomb and prepare it for testing. The scientists and the army tested the first atomic bomb at a place code named Trinity Site, on July 16, 1945. The explosion was so large that it could be seen from as far away as Arizona, Colorado, and Texas. The bomb was thousands of times more powerful than the biggest bomb ever made.



J. Robert Oppenheimer

Maintaining Secrecy

To maintain the secrecy of the Manhattan Project, nearly everything and everyone had code names. For instance, the atomic bomb was code named "Adam Barnes" and J. Robert Oppenheimer was called "James Oberhelm."

Anyone coming into or leaving Los Alamos had to pass through heavy security at guard gates. Lab workers and their families were not allowed to travel more than 100 miles from Los Alamos. Everyone had to carry identification passes. The government monitored long distance phone calls and out-going mail.

Other than the scientists, people who worked at Los Alamos had no idea what the top-secret project was all about. All they knew was that the project was important and might help end the terrible war. It was not until the war ended that the world discovered the secrets of Los Alamos.

Army Air Bases

New Mexico's isolation and size made it ideal not just for the Manhattan Project but also for army air bases. Each base had a similar purpose: to train airplane pilots and their crews for battle. The air force also tested new planes and new weapons over the vast empty spaces of New Mexico. Bases opened in towns like Albuquerque, Clovis, Carlsbad, Hobbs, and Roswell. Some of these bases continued to operate long after the war had ended.

This aerial view of Los Alamos National Laboratory was taken in the 1950s. The Los Alamos Ranch School is pictured in the foreground.



Japanese Internment

The surprise attack on Pearl Harbor created fear that the Japanese would invade the West Coast of the United States. Some people thought Japanese Americans living on the West Coast might give information or aid to Japan during such an attack. The U.S. government considered anyone of Japanese ancestry a security risk.

On March 2, 1942, all men, women, and children of Japanese ancestry living on the West Coast were given relocation orders. This meant they were required to leave their homes and move to special camps set up by the government. It did not matter that most of these people were citizens of the United States. Many Japanese Americans lost their homes, cars, and businesses.

Japanese American families were sent to inland relocation camps for most of the war. Men who were thought to

be the most dangerous were separated from their families and sent to special internment camps. These special camps had much tighter security.

New Mexico had two internment camps, in Santa Fe and Lordsburg. More than 4,500 men of Japanese descent spent the war surrounded by barbed wire and armed guards in New Mexico. The sons of many of these prisoners fought for the United States in the army, navy, or marines. Most of the prisoners were unfairly accused of plotting against the United States.

What Do You Think?

The United States fought Japan, Germany, and Italy during World War II. Why do you think Japanese Americans were relocated while German Americans and Italian Americans were not?

Japanese Americans board a bus on their way to a relocation center. What do you think they brought with them?



Making Amends

Japanese Americans were gradually freed when the war ended. Years later, the U.S. government admitted relocation and internment violated the rights of Japanese Americans. As a result, Congress issued a formal apology and agreed to pay \$20,000 to every surviving Japanese American who had been relocated during the war. But many who had lived in the camps had died by 1988, when the apology was made. And nothing could pay for the years of freedom these people had lost during the war.



V-E Day, or Victory in Europe Day, is celebrated on May 8. What do the faces of the people in this picture tell you?

POW Camps

In addition to the internment camps, New Mexico had two main POW camps, located in Roswell and Lordsburg, and 21 branch camps. German and Italian POWs held in these camps worked on nearby farms and ranches. With so many Americans away at war, the POWs helped grow crops and raise livestock. Unlike the American POWs in the Philippines, POWs in New Mexico were treated well. They were provided with good food, shelter, and medical attention.

The War Ends

In May 1945, Germany surrendered, ending the war in Europe. Sons, brothers, and husbands came home. Sadly, President Roosevelt had died a month before Germany's surrender.

Although the war in Europe was over, it still raged on in the Pacific. Harry Truman, the new president, had to make a terrible decision. Should the United States invade Japan to end the war at the estimated loss of a million American and Japanese lives? Should the United States try to end the war quickly by using its powerful new weapon, the atomic bomb?

After much consideration, President Truman decided to drop an atomic bomb on Hiroshima, Japan. The bomb completely destroyed the city and instantly killed as many as 70,000 people. When the Japanese did not immediately surrender, Truman gave the order to drop a second bomb on the city of Nagasaki.

It was a terrible tragedy for the Japanese people. The country's leaders knew they had to surrender. The war with Japan finally ended—three months after it had ended in Europe. Once again, there were celebrations across America.

Wartime Economy

While the war brought horror and destruction to much of Europe and Asia, it brought economic prosperity to the United States. Businesses opened to supply wartime demands. There seemed to be war-related jobs for everyone.

Thousands of New Mexicans helped win World War II without joining the military. The Manhattan Project employed the most people. More than 1,000 men and women worked there, including hundreds from nearby communities like Española and San Ildefonso. Los Alamos became a boomtown overnight.

Working at the Air Base

Air bases around the state also employed many civilians. A **civilian** is a person who is not enlisted in the military. Towns with nearby air bases benefited with increased populations and increased business needs. Albuquerque enjoyed the most rapid growth. Its population more than doubled in the 1940s. Urban centers grew in size and number, while rural communities declined.

Many of the same industries that prospered during World War I prospered during World War II. New

Mexico's farmers and ranchers once again helped supply food. The state's coal mines produced more coal than ever before. Oil wells, which first produced oil in New Mexico in the 1920s, pumped more and more "black gold" in the 1940s. The oil industry was centered in two main parts of the state—the southeast near Hobbs and the northwest near Farmington.

The Role of Women

Women played important roles in both World War I and World War II. In both wars, women took over at home and at work for the men who had to fight in battle. The contributions women made during World War I helped to convince many Americans to support the 19th Amendment, which gave women the right to vote.

The Bracero Program

The war was also a turning point for Mexican migration to the United States. With so many men and women in the military, there were not enough farm workers in many states, including New Mexico. The U.S. and Mexican governments helped solve this labor shortage with the Bracero Program. A **bracero** was a temporary farm worker from Mexico. Between 1942 and 1964 more than four million Mexicans worked in the United States as braceros.

Large groups of braceros came to the United States through border towns in New Mexico and Texas. Their arrival in New Mexico added to the state's cultural diversity. Their hard work helped win the war and boost the state's economy. At the end of the war, many Mexican workers lost their jobs to returning servicemen and women. But many remained in the country and became American citizens and community leaders.

Rosie the Riveter symbolizes the strength of women in helping America during times of war. What kind of work did women do to help the war effort?

Today, more than 12,500 people work at the Los Alamos National Laboratory (LANL). It is one of the largest science and technology institutions in the world.



Check Your Understanding

Know

1. Who did the U.S. government put in charge of the Manhattan Project?
2. What is “black gold”?
3. What was the Bataan Death March?
4. What happened on March 2, 1942?

Apply

5. Explain the significance of the Manhattan Project to World War II and to New Mexico.
6. On a map of New Mexico, show the towns, cities, and regions that saw an increase in population and economic activity during World War II. Use different colors to highlight the various economic activities. Make a list of the kind of military and civilian jobs created by the war.
7. Compare the Bataan Death March to the Navajo Long Walk.
8. Compare the relocation and internment camps where Japanese Americans lived during World War II with what you know about Indian reservations such as Bosque Redondo.

Analyze

9. Evaluate the reasons for and against dropping atomic bombs on Japan. What might you have done differently? Explain your reasoning.
10. Which industries that developed during World War II do you think have the greatest chance of continuing to grow in New Mexico over time? Why?
11. Create a list of rules for the humane (kind and compassionate) treatment of prisoners of war.
12. Evaluate the efforts of the U.S. government to make amends for the relocation and internment of Japanese Americans. Do you think the government did the right thing? Explain your reasoning.

New Mexico and the Cold War

Key Ideas

- The end of World War II marked the beginning of a cold war between the United States and the Soviet Union.
- New Mexicans served in both the Korean and Vietnam wars.
- New Mexico became a leader in the aerospace industry because of the Cold War arms race and space race.
- Job opportunities in the military, national labs, and mining industry brought more people to New Mexico during the Cold War.

Key Terms

arms race
capitalism
cold war
communism
propaganda
superpower

Comprehension Strategy

Infer Meaning of New Words



Like the rest of the country, New Mexicans were glad when World War II ended. They had helped the United States win the war in many ways, from fighting in battles to producing the atomic bomb. But the United States faced a new conflict soon after the war. Along with its democratic allies, the United States fought to stop the spread of Communism in the world. This struggle against Communist countries was called the cold war. It lasted nearly half a century—until the early 1990s.

The Cold War Begins

During World War II, the United States and the Soviet Union were allies. Both countries had a mutual interest in defeating the Axis Powers, led by Germany. But their alliance was weak. Deep down, the United States did not trust the Soviet government because it was Communist.

Any chance of a peaceful relationship between the two nations ended with the end of World War II. Both countries had become superpowers. A **superpower** is a country with great economic, political, and military influence in the world. Because they did not trust each other, each country feared the other might attack at any time. The cold war had begun.

What Is a Cold War?

A **cold war** is an intense competition between nations. The war is considered cold because there is no direct fighting between the nations. Instead, the nations are hostile and fight each other through competition and propaganda. **Propaganda** is information that is designed to persuade and sometimes mislead. Each nation does all that it can to make the other look as bad as possible.



An Arms Race

Several events fueled fears of a nuclear war between the United States and the Soviet Union soon after World War II had ended. Using spies to steal the plans of the American atomic bomb from Los Alamos, the Soviets tested their own atomic bomb in 1949. The Soviets' test sparked a competition to see which side could build more bombs and other powerful weapons. This potentially deadly competition is called an **arms race**.

Capitalism v. Communism

Capitalism is an economic system that allows for the private ownership of land, property, and businesses and the free flow of goods and services. In the United States, the government has limited involvement in businesses.

Communism is an economic system where the government owns all land, property, and businesses and controls the economy in every way. A Communist government is very rigid. Citizens do not have freedoms like the freedom of speech or religion. Citizens cannot even leave Communist countries without permission.

Astronaut Buzz Aldrin poses next to the American flag planted on the moon's surface. The United States was the first country to send a man to the moon. Why was this an important achievement?

The Space Race

The Cold War included another competition. In 1957, Americans were shocked to learn the Soviet Union had launched *Sputnik*, the world's first satellite. This event sparked a space race between the two superpowers.

President Dwight Eisenhower reacted to the news of *Sputnik* by signing a law requiring more focus on science and math education in America's schools. Some American students who embraced this new focus became the country's top space scientists and astronauts. Within a few years, the United States' space program had caught up and surpassed the Soviets.

New Mexico's Astronauts

The United States' greatest achievement of the space race was the 1969 moon landing. Neil Armstrong was the first American astronaut to walk on the moon. Harrison Schmitt of New Mexico was the 12th and last astronaut to walk on the moon. Another New Mexican, Sid Gutierrez, was chosen as the first Hispanic astronaut. Flying two missions, he has logged 488 hours in space travel.

◀ *An American and a Russian hold onto an atom bomb. What do you think is the message of this cartoon?*



NEW MEXICO

P O R T R A I T

Robert H. Goddard (1882–1945)

Much of the knowledge needed for the United States to send a space craft to the moon was developed by a scientist named Robert H. Goddard. In 1927, Goddard tested his first liquid-fueled rocket at his aunt's farm in Massachusetts. This test was followed by many more, which often endangered people and nearby buildings.

In 1930, Goddard decided to move his rocket development and testing operations to a ranch outside Roswell, New Mexico, where there would be less danger to people and property. Although his experiments sometimes failed, he remained determined. As World War II approached, the U.S. government became interested in Goddard's work. Goddard died in 1945, but his work helped in the development of military rockets and space travel. Without Goddard's ground-breaking research, the United States could not have competed in the space race.

Visitors to New Mexico today can see some of Goddard's research tools and equipment at the Goddard Planetarium in the Roswell Museum and Art Center.



At first, Americans did not pay much attention to the war. Everyone felt it would end quickly. But the war lasted for three years.

Of the 33,000 Americans killed, 184 were from New Mexico. Forty-six New Mexicans are still listed as Missing in Action (MIA). Many New Mexicans served with distinction. Sergeant Hiroshi "Hershey" Miyamura of Gallup earned a Medal of Honor for his heroism in early 1953. A high school in Gallup is named in his honor.

The Vietnam War

Similar to Korea, Communists in North Vietnam attacked South Vietnam in the 1950s. The Vietnam War dragged on for 20 years. More than 58,000 Americans died in Vietnam, including 399 New Mexicans. Many more were held as POWs, and 13 New Mexicans are still listed as MIA. Five New Mexicans received the Medal of Honor.

New Mexicans who died in Vietnam are honored with their names listed on the Vietnam Memorial Wall in Washington, D.C. A replica of the famous wall has been built in Truth and Consequences. Other monuments in communities across the state also honor New Mexicans who lost their lives in Vietnam.



Cold War Conflicts

Although there was no direct fighting between the United States and the Soviet Union during the cold war, American soldiers battled Communists in other parts of the world. The two most notable cold war conflicts were fought in Asia—the Korean War and the Vietnam War.

The Korean War

In 1950, Communist North Korea invaded South Korea. The United States and 15 other nations sent troops to help South Korea defend itself.

*A U.S. marine
leaves a burned-
out village in
Vietnam.*

Economic Growth

New Mexico's role as a leader in the aerospace industry increased even more because of the cold war. Air bases that were built during World War II grew in size and importance after 1945. The four biggest air bases in the state were Kirtland Air Force Base in Albuquerque, Holloman Air Force Base outside Alamogordo, Cannon Air Force Base near Clovis, and Walker Air Force Base south of Roswell.

Kirtland Air Force Base was the biggest and most important. One of its most important purposes was to store atomic weapons. The military built giant storage tunnels in the Manzano Mountains east of the base. Before it closed, there were more atomic bombs stored in the tunnels than at any other place in the United States. Even more atomic bombs are now stored at a highly secured underground location.

Research Laboratories

New Mexico also contributed to the cold war with important research laboratories. Work at Los Alamos continued and expanded long after the Manhattan Project ended. Los Alamos National Labs and Sandia National Labs in Albuquerque were among the nation's most important research centers. Thousands of scientists, engineers, and technicians invented new nuclear bombs, missiles, and other modern weapons. They developed hydrogen bombs that were many times more powerful than the atomic bombs exploded at Trinity Site, Hiroshima, and Nagasaki.

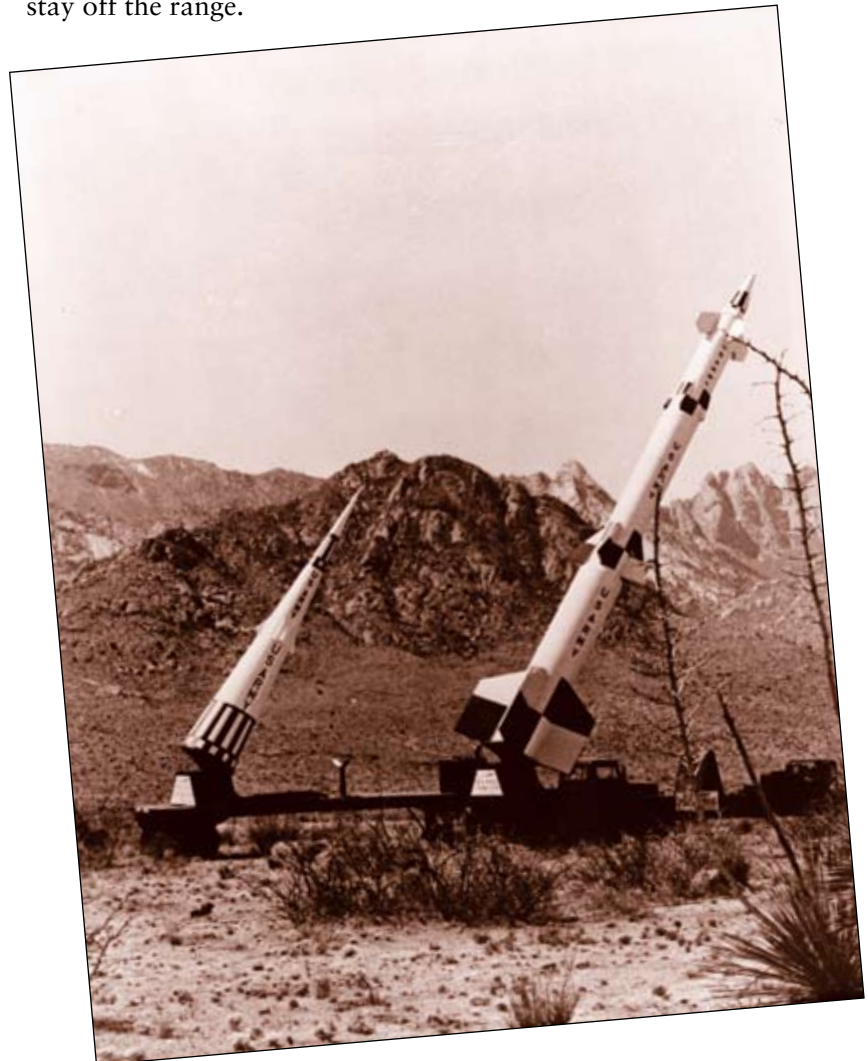
During the Cold War, the United States and the Soviet Union were in a race to build the most weapons. Missiles such as these could be used to launch nuclear bombs.

Although the work conducted at the labs resulted in new and more deadly weapons, the scientists also developed technology that could be used for peaceful purposes. For example, they learned how atomic energy can be used to provide energy. Scientists at the labs developed new super computers as well as new ways to help fight terrorism.

White Sands Missile Range

Many of the bombs and weapons invented at the Los Alamos and Sandia labs were tested in a huge, largely deserted area called the White Sands Missile Range. This range covers more than 200 square miles of open space in southern New Mexico.

Most of the White Sands experiments involve powerful rockets and missiles. Because these experiments are very dangerous and often top secret, the public can only visit the range during certain times of the year. Signs, fences, and soldiers warn travelers to stay off the range.



Uranium Mining

Uranium is a valuable mineral needed in the creation of nuclear energy. Although it is very rare, more uranium is found in New Mexico than in any other place in the United States. The mineral resource was discovered by accident in 1950 just outside of Grants.

Grants attracted thousands of people seeking high-paying jobs in the uranium mines. The town's population grew from just over 2,200 in 1950 to more than 10,000 in 1960. But Grants later suffered when the demand for uranium fell and many of its mines were found to be unsafe.

Population and Prosperity

The U.S. Air Force bases, national labs, and uranium mining resulted in population growth and prosperity to the communities where they were

located. The population of Los Alamos grew to more than 12,500 by 1960. With both Kirtland Air Force Base and Sandia National Labs, Albuquerque's population more than doubled between 1950 and 1960. By 1950, for the first time in our history, half of New Mexico's population lived in cities, led in size by Albuquerque.

The Cold War Ends

The cold war lasted until the early 1990s when Communist governments in the Soviet Union and other Eastern European countries fell apart. With New Mexico's help, the United States emerged as the world's greatest superpower by the end of the 20th century.

Nuclear Waste

Nuclear energy requires uranium. Items exposed to uranium can acquire dangerous levels of harmful radiation. These items must be contained somewhere or they can affect the environment and make people sick.

What should be done with dangerous nuclear waste? Different solutions have been considered and tried. New Mexico's Senator Pete Domenici and other leaders have helped to create one solution—the Waste Isolation Pilot Plant (WIPP). Located outside Carlsbad, WIPP is an underground storage facility where nuclear waste from around the country is kept in deep tunnels. Many scientists believe WIPP is safe and serves a valuable purpose. Critics, however, are concerned that WIPP's nuclear waste might someday hurt New Mexico's environment. Only time will tell.



The Waste Isolation Pilot Plant is located 55 miles outside of Carlsbad Caverns National Park pictured here.

Check Your Understanding

Know

1. What was the cause of the Cold War between the United States and the Soviet Union?
2. Who was the last astronaut to walk on the moon?
3. Whose research tools and equipment are on display at a museum in Roswell?
4. What valuable mineral necessary for the creation of nuclear energy is found in New Mexico?
5. What important research labs are located in New Mexico?

Apply

6. What role did New Mexican soldiers and civilians play in the Cold War?
7. Who do you think won the space race? Why?
8. Discuss how the work of Robert Goddard contributed to both the arms race and the space race.
9. Create a cartoon strip showing how the town of Grants changed from 1950 to 1960.
10. How did the Cold War contribute to New Mexico's economic growth after 1945?

Analyze

11. What if the Cold War had not happened? How would New Mexico be different today?
12. Harrison Schmitt became a U.S. Senator from New Mexico. Write a report about his accomplishments as a senator.
13. Explain how Robert Goddard's work still influences the U.S. space program today.
14. Write a portrait of Grants today. How has it changed since 1960? How is the story of Grants similar to other boomtowns in New Mexico and the American West?
15. Develop a plan for the continued growth of New Mexico's high-tech aerospace industry in a post-Cold War world.

Challenge and Change

Key Ideas

- New Mexico's black, Hispanic, and Native American peoples fought for their civil rights.
- Hispanic New Mexicans continued their efforts to reclaim lost land grants.
- Minorities worked to preserve their culture.
- New industries and population growth continue to strain New Mexico's water resources.

Key Terms

activists
boycott
discrimination
diversity
integration
labor union
minority
segregation

New Mexico saw great changes in the 20th century. Most New Mexicans now had modern conveniences, including electricity, indoor plumbing, and telephones. Many people owned cars and traveled to and from work on paved roads. New Mexicans had jobs in growing cities, especially Albuquerque, and in new communities, such as Rio Rancho. High-tech industries like Intel in Rio Rancho were built.

Minority Rights

But rapid change brought serious problems as well. Not all New Mexicans were treated fairly. Blacks, Hispanics, and Native Americans struggled for civil rights. Men and women of all these minority groups had served heroically in both world wars, in Korea, and in Vietnam. Yet they often faced **discrimination** in parts of the United States. This meant they were treated differently and often unfairly because of their racial or ethnic background.

Segregation Laws

In the late 1800s and early 1900s, many states passed laws to separate the races. The legal separation of races is called **segregation**. These laws applied to most public places, especially in the South. For example, public schools were segregated—black children could not attend the same schools as white children. Black teachers could not teach in white schools. Blacks were required to sit at the back of movie theaters and buses. There were even separate bathrooms and drinking fountains for blacks and whites.



Comprehension Strategy

Infer to Finish the Story

What Is a Minority?

The term **minority** refers to a group that differs in race, religion, gender, or ethnic background from the main group. Although the U.S. Constitution guarantees equal treatment of all Americans, this does not always occur.

In many southern states, segregation laws separated the races in most public places. How did such laws affect the boy pictured here?

New Mexico had a very small black population. Nevertheless, blacks in New Mexico faced discrimination and segregation. In 1925, the state legislature passed a law that allowed for segregated schools in New Mexico. Segregated schools were opened in several communities, especially in eastern New Mexico towns like Tucumcari, Roswell, and Hobbs.

There were even laws that said where black families could or could not live. One Albuquerque neighborhood created a policy that read: “No person of African or Oriental descent shall use or occupy any building or use any building or lot for residential purposes.”

The Civil Rights Movement

By the 1950s, blacks began to challenge the discrimination they faced in parts of New Mexico and across the country. The Reverend Martin Luther King, Jr., emerged as the leader of the Civil Rights Movement. He led nonviolent protests against segregation and discrimination.

The first major victory of the Civil Rights Movement was the Supreme Court’s decision in *Brown v. the Topeka Board of Education*. This important 1954 ruling declared that segregation in public schools was illegal.

Haroldie Kent Spriggs and her brother, Sammie Kent, experienced the pain of segregation in Tucumcari’s public schools during the early 1950s. Haroldie recalls:

We received our cast-off books from the white school. Instead of discarding them, they brought them to us. The desks, slides, and swings were also hand-me-downs. And the whites always had nicer school buildings. They had big brick buildings with shades and curtains on the windows. We had none of these facilities. Even the “new” black school was really just an old barracks.

The Kents also faced the challenges of desegregation, or *integration*, after the Supreme Court’s ruling. Sammie Kent recalled his football coach instructing his white teammates, “Don’t block for Sammie.” The coach wanted to prevent Kent from scoring more touchdowns than the team’s white players.

Black teachers also felt the sting of prejudice and discrimination. Laretta Loftus applied to teach in the Albuquerque Public Schools in 1949. She was turned down year after year. She was finally hired to teach special education in 1954, becoming the first black teacher in Albuquerque history.

Civil Rights Victories

After much time and sacrifice, civil rights *activists* (people who strongly support a cause) won other major victories. The 1964 Civil Rights Act prohibited any kind of discrimination in public places. The 1965 Voting Rights Act made it easier for blacks to vote. The 1968 Fair Housing Act stopped discrimination in the sale or rental of property.

Elizabeth Eckford walks through an angry white crowd to become one of the first black students at Central High School in Little Rock, Arkansas.
What Supreme Court ruling made integration possible?



The Movement Spreads

The Civil Rights Movement inspired other minority groups in New Mexico. Following King's nonviolent methods, New Mexico's minorities fought for and won many rights of their own.

Uniting Farm Workers

Many Mexican migrant workers came to the United States as part of the Bracero Program. They came to New Mexico to work, planting and harvesting crops. Many stayed and became part of New Mexico's Spanish-speaking population.

Although they came to the United States to escape poverty in Mexico, the situation here was not always better. Working conditions on the farms were terrible, and the pay was very low. Organizing these men and women into a labor union was difficult because they often moved from one farm to the next. A **labor union** is an organization of workers who join together to achieve common goals, such as better pay or safer working conditions.

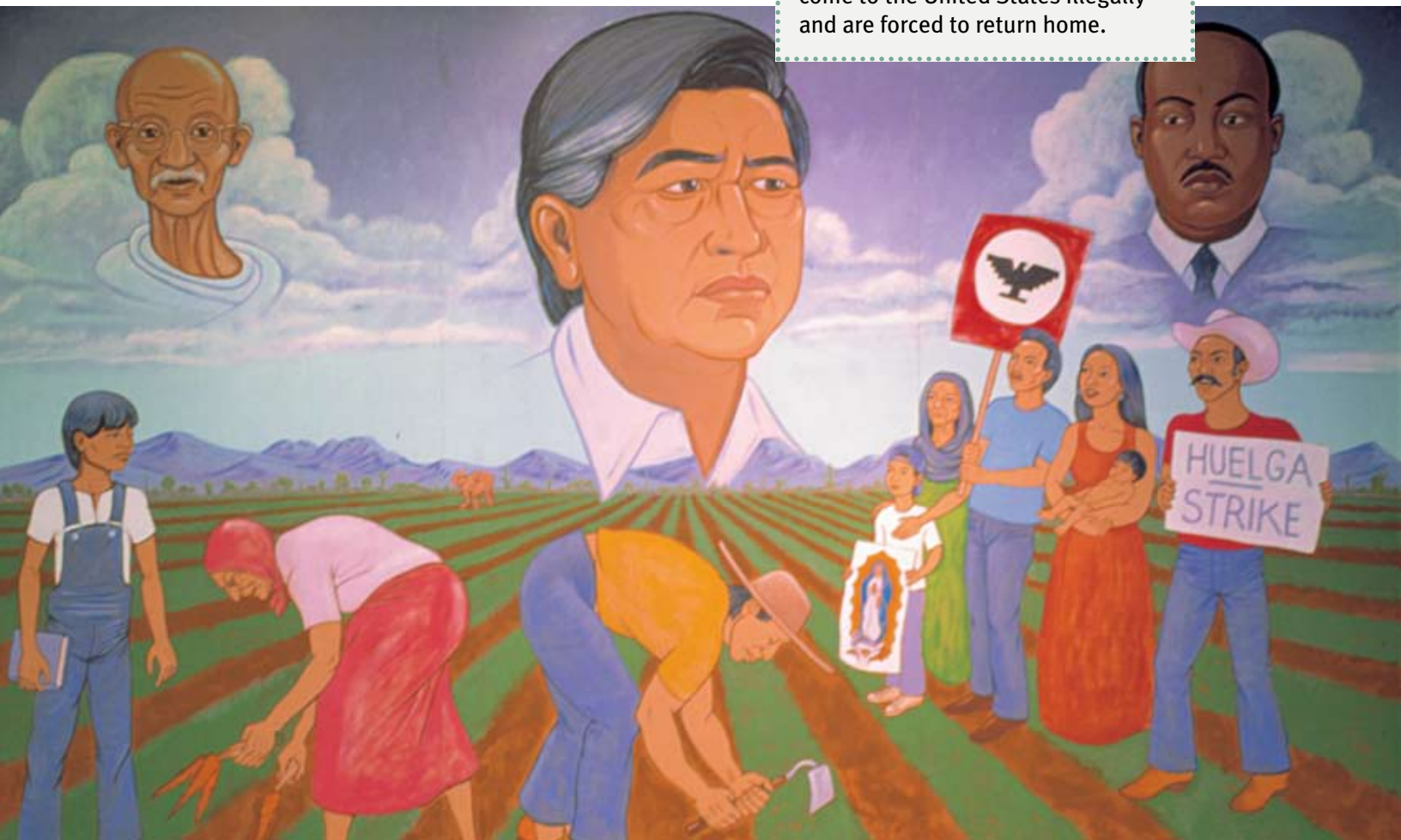
Well aware of these problems, César Chavez and Dolores Huerta, a native of New Mexico, organized the United Farm Workers Union (UFW) in 1962. Chavez and Huerta strongly believed in King's nonviolent methods. As a result, the UFW used nonviolent methods to protest on behalf of farm workers, especially in California.

The UFW's most successful protest was a nationwide boycott of grapes. A **boycott** is a form of protest where people refuse to buy from a business whose practices they dislike. For seven years, from 1968 to 1975, millions of Americans refused to buy California grapes until grape farmers improved conditions for their workers. The boycott worked and improvements were made.

Cesar Chavez was a hero to migrant farm workers in the United States. How does this mural honor him and other civil rights leaders? Who is pictured with him? Why?

Linking the Past to the Present

There are many migrant workers in New Mexico today. Many are Mexican citizens or citizens of Central American nations who have come here in search of work. Some come to the United States illegally and are forced to return home.





A group of braceros harvest strawberries. Braceros helped fill labor shortages during harvesting season.

Hispanic Rights

Although New Mexico's constitution guarantees an education for every student, many Hispanic students struggled to learn. In the past, most Hispanic children learned Spanish from an early age. It was their first language. But English was the language used and taught in school. Many leaders believed that everyone should speak English since it was the main language in the rest of the country.

Hispanic children were not allowed to speak their native language at school, even during recess. Teachers often punished Hispanic students if they were caught speaking Spanish.

Culture and History

Hispanic students suffered discrimination in other ways, too. They were seldom taught about their culture or history. They were sometimes not allowed to join school clubs. They had few opportunities to go to college or to enter professional careers.

Many educational changes have been made in the last 40 years. Now, instead of being punished for speaking Spanish, Hispanic students are often

taught in bilingual classes. They can learn in both English and Spanish. Hispanic culture and history are taught at all levels of education, from elementary school to college. Hispanic students participate in clubs and on athletic teams. They are encouraged to continue their education by going to college. Similar changes have taken place for Native American students.

New Mexicans perform a traditional Hispanic dance at the annual fiesta in Taos.





Reies López Tijerina (center) talks to the press about lost land grants in New Mexico. What else did he do to draw attention to his cause? Why was he not successful?

Reclaiming Lost Land

By the 1960s, many Hispanics hoped to reclaim their lost land grants. They hoped Reies López Tijerina and an organization he created called La Alianza Federal de Mercedes, or the Federal Alliance of Land Grants, could help them. At first, Tijerina embraced nonviolent methods and led marches and rallies in New Mexico. But then La Alianza became extreme and sometimes violent.

In 1966, Tijerina and his followers invaded the Carson National Forest. They claimed the forest had been part of a lost land grant. They declared it a separate nation, with its own laws and leaders. Forest rangers who came to work were arrested for trespassing. Television cameras filmed the event, and Tijerina got what he sought most—national attention for his cause.

In 1967, Tijerina and La Alianza gained additional media attention when they staged an armed raid on the county courthouse in Tierra Amarilla. In the chaos, two police officers were shot and wounded. Two others were taken hostage. Tijerina and his men fled the scene and hid out for five days. Governor David Cargo launched a massive manhunt, the largest in New Mexico history. Tijerina was finally found and arrested.

Tijerina stood trial and went to prison for his invasion of the Carson National Forest. Without his leadership, La Alianza began to fall apart. Its offices in Albuquerque were shot at, bombed, and burned. Upon release from prison, Tijerina never regained his lost power. He was never successful in winning any land back for his many followers.

The conflict over land grants in New Mexico remains unsettled today. Descendants of many original land grantees still take claims to court, hoping to gain control of land once granted to their families.

Protecting Native Culture

New Mexico's Native American community also saw changes in the period after World War II. Besides their 1948 voting rights victory, Native Americans have focused on preserving their endangered cultures. The struggle for Blue Lake is the best example.

Blue Lake is a beautiful lake high in the Sangre de Cristo Mountains, east of Taos Pueblo. Blue Lake is so high in the mountains that it is hard to get to. But at least once a year hundreds of people from Taos Pueblo go to Blue Lake because it is an important part of the Pueblo's religion.

Taos Pueblo Indians had worshipped at Blue Lake for many centuries. Then, in 1906, the U.S. government made Blue Lake part of the newly created Carson National Forest. Carson National Forest had been created to let visitors enjoy the wilderness and to help protect the region's natural resources. Rather than being an isolated place of worship, Blue Lake became a popular destination for hikers and campers. Some visitors did not respect the lake or its importance to the native culture. Often visitors left trash and disrupted ceremonies.

The Pueblo Indians worked peacefully to have Blue Lake returned to their control. Pueblo leaders visited government leaders in Santa Fe and Washington, D.C. They spread word of their cause by distributing flyers and getting news coverage. Finally, after decades of determined, peaceful efforts, the federal government removed Blue Lake from the Carson National Forest and returned it to the Taos Pueblo. President Richard Nixon signed the Blue Lake Bill in Washington, D.C., in 1970.

Diversity

The diversity of cultures in New Mexico is one of its most unique features. **Diversity** means variety. Our diversity creates cultural depth and richness. Many tourists visit New Mexico to experience this richness. However, our diversity also causes conflict and can create political power struggles, discrimination, and negative stereotyping. Today, our government, schools, and various cultural groups work to understand, respect, and preserve the cultures and traditions that are New Mexico.



*President Richard M. Nixon signs into law a bill giving Taos Pueblo Indians title to the sacred Blue Lake and the nearly 50,000 acres of land surrounding it. Juan de Jesus Romero (center), a Pueblo religious leader, witnesses the signing along with his interpreter. **Why was this law so important to the Taos Pueblo Indians?***

Water Resources

Much progress has been made in New Mexico. But many problems remain. A serious water shortage is of great concern. Already an arid state, New Mexico often suffers from extreme droughts. Most of the region's water is already used in agriculture and for everyday needs. New industry and urban population growth requires even more water. Each family in Albuquerque, for example, uses about a 100 gallons of water each day. The city uses over 300 million gallons per day. Plans must be made to conserve our water and keep it clean as our population grows.

Water shortage is considered New Mexico's number one problem. According to a popular saying in the Southwest, "*La agua es la vida*" ("Water is life"). All New Mexicans must be concerned and assist in solving the problem.

Toward a New Century

New Mexico has undergone great growth and positive change that would have impressed early leaders like Solomon Luna, Nina Otero-Warren, and Governor William McDonald. As with all states, New Mexico has also faced its share of problems, from costly wars to harmful discrimination.

In facing good and bad changes in their past, New Mexicans have shaped strong characters. New Mexicans are loyal, hard-working, trustworthy, and respectful American citizens. These characteristics will help young New Mexicans lead our state on its journey into the next century and beyond.

Three deer graze near a lake at Bosque del Apache national wildlife refuge.
How does this image illustrate concerns about water in New Mexico?



Check Your Understanding

Know

1. What was the first major victory of the Civil Rights Movement?
2. Define diversity.
3. Identify ways in which Hispanic students were discriminated against in public schools.
4. What is the significance of Blue Lake to the Taos Pueblo?
5. Write your own definition for the term “minority.”
6. About how many gallons of water does the city of Albuquerque use each day?

Apply

7. Create a chart identifying the people, groups, and events that influenced the Civil Rights Movement in New Mexico.
8. How is New Mexico’s diversity a positive and negative characteristic of the state?
9. Discuss the importance of language in maintaining cultural heritage.
10. How did the creation of Carson National Forest affect Blue Lake and the Taos Pueblo?
11. Create a timeline with images to illustrate important events in the Civil Rights Movement. For each entry, give a brief explanation of how the rights of the minority were protected.
12. Explain why the growth of cities, called urbanization, is difficult for New Mexico given the state’s water resources.

Analyze

13. What groups are still fighting for their civil rights today? Explain your answer.
14. Imagine you are in charge of developing a plan for a statewide celebration of New Mexico’s diversity. Write a proposal to the governor outlining your plan for the celebration. Include in your proposal the different cultural groups, activities, and exhibits you would include in the celebration. Explain your choices.
15. Comment on the current debate over making English the official language of the United States.
16. Describe how your family celebrates its cultural heritage.
17. Have our state and national governments done enough to protect the rights of the minority? Explain your answer.
18. Create a poster with a slogan promoting water conservation in New Mexico. Write a brief explanation on the back of your poster describing how it will promote water conservation.

NEW MEXICO Social Studies Skills

Cite Sources

Good researchers use more than one source to get information on a topic. Multiple sources help us tell the whole story about a topic. You must cite, or identify, the sources you use to gather information.

To cite a source, list the author, title, publisher's city and state, publisher, and year published. This is how you would cite information used from this textbook:
Melzer, Richard, and Charlene K. Reyes. *The New Mexico Journey*. Layton, UT: Gibbs Smith Education, 2012.

How to cite a book:

Author(s) Place of publication Date of publication
White, Steve. *Pearl Harbor: A Day of Infamy*. New York: Rosen Publishing Group, 2007.
Title of book (in italics) Name of publishing company

How to cite a website:

Author (if listed) Title of work Group responsible for site Type of medium
Doe, John. Navy Recruiting Week. From FirstWorldWar.com, Propaganda Posters. Digital photo,
http://www.firstworldwar.com/posters/index.htm (accessed August 22, 2009).
Web address Date you visited site

How to cite a primary source from a digital (online) collection:

Author or photographer Title of work Place where collection is stored
Highsmith, Carol M. World War I Memorial, Washington, D.C. From Library of Congress, Prints &
Photographs Division. Photograph, http://www.loc.gov (accessed May 20, 2010).
Type of medium Web address Date you visited site

Your Turn

Refer to the source(s) you used for the social studies skills page in Chapter 5. Use the information above to help you cite the sources. Share your citations with a classmate. Make any corrections necessary.

Now that you have had some practice, imagine you were asked to choose one of the following questions to research. Which question would you choose?

1. What role did the United States play in World War I?
2. How did life in the United States change during the Great Depression?
3. What countries fought in World War II, and who were their leaders?

Visit the library and gather at least three sources to help answer your question. On a piece of paper, cite your sources. List them in alphabetical order by the author's last name. Type your citations for a complete list of works cited. Now you are ready to tackle any research report!

Key Idea Review

Lesson 1

1. What was the purpose of the Mexican Expedition?
2. What contributions did New Mexicans make to the World War I war effort?
3. Create a list of words and phrases that describe the 1920s.
4. Give examples of the struggles faced by New Mexicans as a result of the 1929 stock market crash, the Great Depression, and the Dust Bowl.
5. What positive effects did the CCC and WPA have on New Mexico?
6. Describe the purpose and results of the Indian Reorganization Act.

Lesson 2

7. What contributions did New Mexicans make to the World War II war effort?
8. For what reasons was New Mexico an ideal location for the Manhattan Project?
9. Why were Japanese Americans held in internment camps in New Mexico and other states during World War II?
10. How did New Mexico's economy benefit from World War II?

Lesson 3

11. What was the Cold War?
12. Summarize the causes of the Korean and Vietnam wars.
13. How did New Mexico become a leader in the aerospace industry?
14. Why were people drawn to New Mexico during the Cold War?

Lesson 4

15. What issues faced by blacks, Hispanics, and Native Americans brought about the Civil Rights Movement?
16. Describe the efforts of Reies López Tijerina and his followers to reclaim lost land grants.
17. What actions were taken to preserve Native American culture?
18. What problems do New Mexicans face concerning water resources?

Comprehension Strategy

Infer as You Read

As you read the chapter, you stopped to think about what you read and visualized. When you stopped, you inferred, or made guesses, about missing information.

Write a short story about something exciting that has happened in your life. Leave out some information. For example, you might not describe what you were thinking or feeling. When you are finished writing, trade stories with a partner. Take turns reading the stories. As you read your partner's story, stop to make inferences about what was happening. Ask your partner if you are correct.